

Working through a MYP Unit Planner

Topic/Content:

- Is the topic/content clear?
- MYP year clear?
- Number of hours clear? (Will the number of hours allow sufficient time to inquire into the topic and work through a complex summative assessment task? Somewhere in the neighborhood of 20-24 hours)

Conceptual understanding:

- Looking at the topics, is the chosen key concept relevant? Are there others that could have worked?
- Looking at the related concepts, are they relevant with regard to what the unit is about? Are there others that could have worked?

Contextual Learning:

- Looking at the global context and its exploration, was this the only choice? How do you see the context playing out in the teaching and learning engagements?

Inquiry:

- Does the statement of inquiry incorporate at least all three concepts and the global context exploration?
- Does the statement of inquiry transcend the disciplines and allow for meaningful inquiry into the concept?
- How do the lines of inquiry and the inquiry questions allow for open-ended discussion and more questions on the part of both the students and teacher?
- How do the questions incorporate Factual/Debatable/Conceptual?

Interdisciplinary:

- How about interdisciplinary? Ways to connect with other disciplines that are purposeful, integrated and grounded in the disciplines?

Assessment:

- How does the description of the assessment task allow students to meet the high end of the descriptors (Yr. 1/3/5) found in the subject guide?
- Do you see any command terms in the assessment task?
- How does the assessment task allow students to demonstrate their own understanding of the statement of inquiry?
- Do the objectives and the objective strands that are chosen support the summative task?
- Do the chosen objectives reflect how the subject guide says they are to be used (Years 1, 3, 5) in relation to the summative task?

Objectives:

- Has the teacher chosen too many or not enough objective strands to unpack realistically in the timeframe stated?

ATL:

- Has the teacher showed the relationship between the ATL skills chosen and the MYP objective strands? ATL and the summative task?
- Can you see how those ATL skills are being taught, practiced and reflected upon within the teaching and learning section of the unit?
- Do you see evidence that affective skills and metacognitive skills are also being taught and reflected upon, or is the focus only on cognitive skills?

Teaching and Learning:

- In the teaching and learning section, how do the learning engagements facilitate work on the summative task throughout the unit?
- How is each learning engagement going to be formatively assessed and differentiated?
- How do the learning engagements allow promote inquiry on the part of the student?